 **3-2-1 BRIDGE**

Thinking about the key concept or topic, identify:

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| --- | --- |
| **Initial Response** | **New Response** |
| 3 Words | 3 Words |
| 2 Questions | 2 Questions |
| 1 Metaphor/Simile | 1 Metaphor/Simile |
| **Bridge**  Identify how your new response connected to or shifted form your initial response. | |

**3-2-1 Bridge**

We often being activating student knowledge by finding out what they know. This strategy focuses on association one has around the topic in terms of words, questions, and connections. The bridging is meant to link the prior knowledge, questions and understandings with the new ideas developed as the unit progresses.

Purpose:

To activate prior knowledge.

Steps:

1. Set up- Decide how the students will record the responses. These papers should not be lost.
2. Ask for 3 words- Words that come to mind right away about the topic, record them.
3. Ask for two questions- Generate two questions that come to mind regarding the topic. Just surface questions, no need for high level questions as this point.
4. Ask for one metaphor or simile- create a metaphor or simile for the topic.
5. Provide an instructional period- video, text, image, story, or experiment that conveys new information. You want this time of instruction to be of sufficient substance to move the student’s thinking beyond their initial understanding.
6. Perform the second 3-2-1 and repeat the steps. This time select the words, questions and metaphors prompted by the instructional experience.
7. Share the thinking: Bridging- invite learners to share with a partner both the initial and new thinking on the topic. What do they notice about the topic shift.

A note of caution: please don’t read too much into the initial responses as a preassessment. It is meant to be quick way of connecting with material, topics and new learning ahead.